DOCUMENT RESUME

ED 038 452 UD 009 887

TITLE	Intercultural Education Program, Socio-metric Study, Wisconsin State University-Eau Claire. Title I E.S.E.A.
INSTITUTION	Racine Unified School District Number 1, Wis.
PUB DATE	69
NOTE	29p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.55
DESCRIPTORS	American Indians, *Attitude Tests, Caucasian Students, Changing Attitudes, *Cultural Exchange, Disadvantaged Youth, Multiple Choice Tests, Negroes, Questionnaires, Race Relations, *Racial Attitudes, *Social Discrimination, Sociometric Techniques, Spanish Americans, Test Results, *Work Attitudes

ABSTRACT

This program aimed to promote intercultural exchange among disadvantaged students (ranging in age from six to fifteen years) from Negro, Spanish-American, Winnebago (American Indian), and Caucasian families. The study attempts to analyze the nature of choices made by the four groups involved and to determine whether a five-week summer session program brought about a change in choice patterns. The test given included eight questions, four of which dealt with social choices and four of which related to task behavior. Questions were further subdivided into two positive and two negative questions, and for each of the eight questions the child was asked to indicate his first, second, and third choices. The test was also divided into three levels to accommodate the wide range of age of the students. Results showed that changes in choice patterns did occur and predominantly so among children between the ages of six and eight. Indian students showed the highest incidence of change, Negroes the lowest, and Caucasian students varied in reaction. The paucity of Spanish-American students in the program prevented the derivation of a meaningful analysis for this group. An appendix to the study provides samples of the questionnaires that were used. (KG)

S

ED038452

Unified School District No. 1
Racine, Wisconsin
Title I E.S.E.A.

Intercultural Education Program
Socio-metric Study
Wisconsin State University-Eau Claire
Summer, 1969

UD009887E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTERCULTURAL EDUCATION PROGRAM
SOCIO-METRIC STUDY
EAU CLAIRE, WISCONSIN
SUMMER, 1969

The 1969 summer session program at the Wisconsin State University-Eau Claire Laboratory School was designed to promote intercultural exchange involving disadvantaged student groups, including inner city Negro and Spanish-American, Winnebago Indian, and White students coming from backgrounds identified as poverty striken according to E.S.E.A. criterion. This mixture of Negro, Indian, and White children provided an opportunity for the investigation of socio-metric choice behavior. The major purpose of the study was to analyze the nature of the choices made by the four groups involved and to determine whether the five week summer session at Eau Claire caused a change in the choice pattern.

The assessment of socio-metric choice pattern was accomplished by a technique following the typical format for socio-metric data collection. The tests were administered to the groups both pre and post. The pre testing was done during the second week of the summer session and the post test was given two days prior to the completion of the summer session.

The test which was administered included a total of eight questions. Four of the questions dealt with social choices, e.g., questions relating to choices

they would make in a social setting: play, party, etc. and four of the questions related to task behavior, e.g., those referring to a job to be done: clean-up, construction, etc. These questions were further subdivided into two positive social questions and two negative social questions in matched pair form and likewise in the task area. In other words, if a social question pertained to, "If your mother said you could invite a child to your birthday party, which of the children would you invite?" was matched with a paired item which said, "If your mother told you you could invite all the children but one to your birthday party, which of the children would you not invite to your party?" For each of the eight questions the child was asked to make his first, second and third choice. Since the students who participated in the program ranged in age from 6 to 15, two different forms of the tests were administered. These two forms and the answer sheet are included in Appendix A. The data was summarized by levels and by total group. It was summarized according to choices received, both positive and negative, totally and subdivided by task and social areas as well as analyzed in the same manner for choices given. The data was processed by determining the number of first, second or third choices a child received or had given. Values were assigned to the three choices in the following manner: a first choice received 3 points; a second choice received 2 points; and a third choice received 1 point.

As had been previously stated, the participants in this study ranged in age from 6-15 years. Because of this wide age difference the students were divided into three levels; Level B consisted of a total of 41 students ranging in age from 6-8, nine of these were Negro, 22 were White, seven were Indian, and

three were Spanish-American; Level C consisted of a total of 54 students ranging in age from 8-10 years, 20 of these were Negro, 23 were White, and 11 were Indian; Level D consisted of a total of 46 students ranging in age from 11-15 years, 20 of these were Negro; 12 were White, nine were Indian, and 5 were Spanish-American. These numbers are presented in Table 1.

Table 1
Population N's for the
Intercultural Education Program

	Negro	White	Spanish American	Indian	Total
Level B	9	22	3	7	41
Level C	20	23	-	11	54
Level D	20	12	5	9	46
Totals	49	57	8	27	141

Choice Reception

The choices received were analyzed in two ways. One of the ways dealt with choice status.

1. Rank Order

The rank order analysis was done by determining the total number of points a child received on the two positive social questions, the two negative social questions, the two positive task questions, and the two negative task questions. These scores were then arranged in rank order by level and a mean ranking for each ethnic group within the level was determined. In addition, the Spearman rank correlation coefficient was determined for each level. This data is presented in the following tables. It should be made clear that on both positive and negative items, a high ranking indicates more first choices while a low ranking indicates more third or no choice.

Table 2
Pre-Post Mean Rankings for
Positive Social Items

	PRE				POST				
	Negro	White	Sp. Amer.	Indian	Negro	White	Sp. Amer.	Indian	Corre.
Level B	30.83	20.20	24.67	9.29	29.56	16.02	33.00	20.50	.54
Level C	30.50	28.80	-	19.32	25.32	29.13	-	28.05	.57
Level D	27.80	23.50	25.30	12.94	27.38	17.42	28.30	19.83	.31

Table 3
Pre-Post Mean Rankings for
Negative Social Items

	PRE				POST				
	Negro	White	Sp. Amer.	Indian	Negro	White	Sp. Amer.	Indian	Corre.
Level B	25.78	23.70	18.17	7.57	26.50	20.75	18.00	16.00	.71
Level C	25.42	26.78	-	32.77	27.82	30.17	-	21.32	.28
Level D	28.25	24.54	25.20	10.61	26.08	26.83	18.00	16.22	.61

Table 4
Pre-Post Mean Rankings for
Positive Task Items

	PRE				POST				
	Negro	White	Sp. Amer.	Indian	Negro	White	Sp. Amer.	Indian	Corre.
Level B	30.17	18.59	33.50	11.43	27.78	16.77	34.33	19.86	.49
Level C	31.55	27.74	-	19.64	28.88	28.43	-	22.91	.55
Level D	29.80	22.25	25.30	10.19	27.22	15.96	31.40	20.89	.36

Table 5
Pre-Post Mean Rankings for
Negative Task Items

	PRE				POST				
	Negro	White	Sp. Amer.	Indian	Negro	White	Sp. Amer.	Indian	Corre.
Level B	25.44	23.64	19.00	7.86	23.11	19.48	29.67	19.36	.41
Level C	24.50	28.83	-	30.18	25.08	31.78	-	22.95	.31
Level D	28.60	24.46	23.00	11.17	27.70	25.58	22.20	12.11	.76

Upon examining Tables 2 and 4 it is noted that virtually the same patterns persist for both the positive social and positive task items within levels. In Level B the Negroes and Spanish-Americans received the highest rankings on the pre test, the Whites ranked third and the Indians ranked fourth. On the post test, the Spanish-Americans ranked first with a slight increase over their pre test ranking, the Negroes ranked second with a slight decrease from the pre test ranking, and the Whites and Indians reversed with the Indians showing a large decrease in their rank and the Whites showing a fairly large decrease. In Level C on the pre measure the Negroes, Whites and Indians were ranked in that order. On the post measure the Negroes ranking decreased in substantial amount, the Whites ranking remained fairly stable and the Indians ranking jumped to a higher level, such that they surpassed the Negroes on the positive social items. In Level D, the same pattern is evident as previously described for Level B. In this description of the positive items, it must be remembered that a high ranking indicates more first choices and a first choice would indicate most preferred child or group.

Tables 3 and 5 which summarize the mean rankings on the negative items do not demonstrate equivalent patterns at all levels. At Level B, on negative task items, Negro, White, Spanish-Americans, and Indians were ranked in that order on the pre test while on the post test Spanish-Americans were ranked first, Negroes second and Whites and Indians ranked third with approximately equal rankings. On the negative social items at Level B, the rankings remained the same from the pre to the post test, with the Negroes, White, Spanish-Americans and Indians ranked in that order. At Level C, the same pattern is evident for both the negative task and negative social items. The Indians ranked first, the Whites ranked second and the Negroes third on the pre test and on the post test the Whites ranked first, the Negroes second and the Indians third. At Level D the rankings follow the same pattern on the pre and post of the negative task items and also on the post of the negative social items. In all three instances the Negroes ranked first, the Whites second, the Spanish-Americans third, and the Indians fourth. The only deviation appears in the pre test of the negative social items where the Whites and the Spanish-Americans exchanged places. It must be stressed that in the case of negative items, a higher ranking indicates more first choices. Therefore, a high ranking received on a negative indicates that this person or group was the least preferred choice.

The conclusions which seem appropriate as a result of this analysis are:

1. At Level B, children 6-8 years of age, no differentiation seems to be made between positive social and positive task items as the same pattern is present in both. The ranking of Negroes and Spanish-Americans showed no substantial change while Indians outranked Whites on the post test.

The correlations of approximately .50 seem to indicate that Negroes and Spanish-Americans were ranked about the same on both the pre and post measure but a change occurred in the rankings of Whites and Indians. The third place rankings of the Whites on the pre test and the fourth place ranking on the post test is especially interesting when it is noted that 22 of the 41 children at this level were Whites. On the negative social items it appears that the children at Level B did not deviate from their choices of least preferred, attested to by the high correlation of .71. However, on the negative task items the Indians and Spanish-Americans appeared to become less preferred in the interval between the pre and post test while the Whites became more preferred and the Negroes remained fairly stable.

2. At Level C, children 8-10 years of age, Whites and Indians became more preferred in regard to positive social items with the Indians showing the greatest increase. On positive task items the rankings remained in the same order although they became more compacted on the post test. On the negative social and task items the Indians were least preferred on the pre test and the Negroes were most preferred while on the post test the Whites were least preferred and the Indians were most preferred. This change in status is reflected by the fairly low correlations of .31 and .28.

3. At Level D, children 11-15 years of age, the most shifting of choices seems to occur on the positive social and task items. This shifting would seem to be from Negroes and Whites to Spanish-Americans and Indians.

On the negative items, both social and task, the choices remained fairly fixed, as evidenced by the high correlations of .61 and .76.

2. CHOICE STATUS

The second way of analyzing the number of choices a child or a group received was done through the use of a choice status index. A choice status index was determined for each student on the four subdivisions, negative and positive social and negative and positive task, using the pre test as one indicator and the post test as another. These indices were determined by the use of the following formula:

$$CSj = \frac{\leqslant Cj}{N-1}$$

where CSj = the choice status of Person j; $\leqslant$Cj = the sum of choices in Column j; and N = the number of individuals in the group (N-1 is used because one cannot count the individual himself). The gain or loss in a person's choice status from pre to post was determined and a dependent t-test was performed on the levels and the various groups within each level. The level of significance accepted was the .05 level. The results are reported below by subgroups of questions and levels. In some ways the choice status is a much better indication of preference because it is determined in the same manner for all persons. The mean choice status is not as greatly affected by the numbers in the various groups as is the case with the mean ranking. However, the mean choice status for a total group is affected by the largest subgroup within that level.

Table 6
Pre Test - Post Test Results Level B
Positive Social

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	PRE-POST t	SIGNIFICANCE
.23	Negro	.19	-2.393	$p < .05$
.13	White	.10	-1.584	n.s.
.15	Spanish-American	.27	2.179	n.s.
.06	Indian	.11	1.695	n.s.
.14	Total	.13	-0.724	n.s.

Table 7
Pre Test - Post Test Results Level B
Positive Task

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	PRE-POST t	SIGNIFICANCE
.21	Negro	.21	0.000	n.s.
.14	White	.10	-2.213	$p < .05$
.16	Spanish-American	.24	1.626	n.s.
.07	Indian	.12	2.496	$p < .05$
.14	Total	.14	-0.309	n.s.

Table 8
Pre Test - Post Test Results Level B
Negative Social

PRE		POST		PRE-POST
$\overline{CS}$	GROUPS	$\overline{CS}$	t	SIGNIFICANCE
.16	Negro	.18	0.172	n.s.
.18	White	.11	-2.694	$p<.02$
.09	Spanish-American	.08	-0.480	n.s.
.04	Indian	.06	1.057	n.s.
.14	Total	.12	-1.699	n.s.

Table 9
Pre Test - Post Test Results Level B
Negative Task

PRE		POST		PRE-POST
$\overline{CS}$	GROUPS	$\overline{CS}$	t	SIGNIFICANCE
.17	Negro	.16	-0.037	n.s.
.17	White	.14	-2.281	$p<.05$
.11	Spanish-American	.13	0.359	n.s.
.05	Indian	.11	0.791	n.s.
.15	Total	.14	-0.688	n.s.

In Level B significant differences occurred within all four subgroups. On the positive social items the choice status of Negro children was significantly less on the post test as compared to the pre test. Although no other significant differences occurred in this subgroup, it is noted that both the choice status of the Negroes and Whites decreased while the choice status of the Indian children and Spanish-American children increased. On positive task items the choice status of the White children decreased significantly while the choice status of Indian children increased significantly. In addition, the choice status of Spanish-American also improved, but not significantly. On negative social items there was a significant decrease in the choice status of White students. Again, it must be pointed out that a decrease in choice status on negative items indicates a degree of higher preference due to the fact that no choices received would show a more favorable opinion of a child. On the negative task items, the significant difference again occurs within the group of White children. It is a significant decrease thereby showing more preference for White children than previously.

At this point it seems appropriate to comment on the statistics for the total group. A negative result on the t test would seem to indicate a shifting of choice patterns between and across groups, while a positive t would indicate a shift in choices from one or two of the ethnic groups to the other one or two groups. In all cases the total group does not differ significantly from pre to post test. This is as it should be as the total number of choices possible did not change and therefore, if one ethnic group received more choices on the post test, then some other group must receive less, causing the changes to balance each other.

Table 10
Pre Test - Post Test Results Level C
Positive Social

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	t	PRE-POST SIGNIFICANCE
.10	Negro	.08	-1.017	n.s.
.09	White	.12	2.189	$p<.05$
.05	Indian	.10	2.355	$p<.05$
.09	Total	.10	1.959	n.s.

Table 11
Pre Test - Post Test Results Level C
Positive Task

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	t	PRE-POST SIGNIFICANCE
.09	Negro	.10	0.971	n.s.
.10	White	.11	0.869	n.s.
.05	Indian	.09	1.712	n.s.
.08	Total	.09	1.984	n.s.

Table 12
Pre Test - Post Test Results Level C
Negative Social

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	t	PRE-POST SIGNIFICANCE
.08	Negro	.09	0.981	n.s.
.09	White	.11	1.468	n.s.
.12	Indian	.08	-1.262	n.s.
.09	Total	.10	0.721	n.s.

Table 13
Pre Test - Post Test Results Level C
Negative Task

PRE		POST	PRE-POST	
$\overline{CS}$	GROUPS	$\overline{CS}$	t	SIGNIFICANCE
.08	Negro	.07	-0.360	n.s.
.09	White	.12	2.268	$p < .05$
.09	Indian	.08	-0.284	n.s.
.08	Total	.09	0.557	n.s.

Level C does not show as many significant changes as were evident at Level B. Significant changes occurred on the positive social items and on the negative task items. On the positive social items, the choice status of White children and Indian children improved significantly. These was a result of fewer choices received by Negro children. On negative task items, there was a significant increase in the choice status of White children, indicating less preference for this group.

Table 14
Pre Test - Post Test Results Level D
Positive Social

PRE		POST	PRE-POST	
$\overline{CS}$	GROUPS	$\overline{CS}$	t	SIGNIFICANCE
.12	Negro	.10	-1.060	n.s.
.09	White	.05	-1.848	n.s.
.12	Spanish-American	.07	-1.158	n.s.
.04	Indian	.10	1.505	n.s.
.09	Total	.08	-0.982	n.s.

Table 15
Pre Test - Post Test Results Level D
Positive Task

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	PRE-POST t	SIGNIFICANCE
.13	Negro	.10	-1.620	n.s.
.09	White	.05	-2.018	n.s.
.11	Spanish-American	.10	-0.458	n.s.
.03	Indian	.12	1.888	n.s.
.10	Total	.09	-0.970	n.s.

Table 16
Pre Test - Post Test Results Level D
Negative Social

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	PRE-POST t	SIGNIFICANCE
.12	Negro	.10	-0.881	n.s.
.14	White	.11	-1.723	n.s.
.08	Spanish-American	.04	-1.633	n.s.
.05	Indian	.04	-0.242	n.s.
.11	Total	.09	-1.918	n.s.

Table 17
Pre Test - Post Test Results Level D
Negative Task

PRE $\overline{CS}$	GROUPS	POST $\overline{CS}$	PRE-POST t	SIGNIFICANCE
.13	Negro	.11	-0.955	n.s.
.12	White	.12	0.134	n.s.
.06	Spanish-American	.05	-0.371	n.s.
.03	Indian	.03	0.197	n.s.
.09	Total	.09	-0.584	n.s.

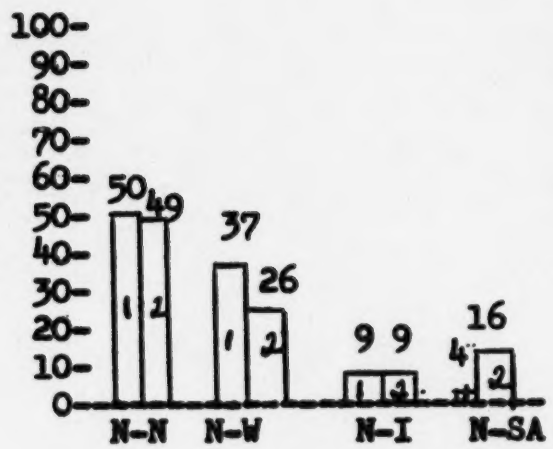
At Level D, the children who ranged in age from 11-15 years, no significant difference occurred. This might possibly be an indication that the prejudices and biases of older children are more deeply ingrained and a longer period of time and more effort is necessary to produce a change.

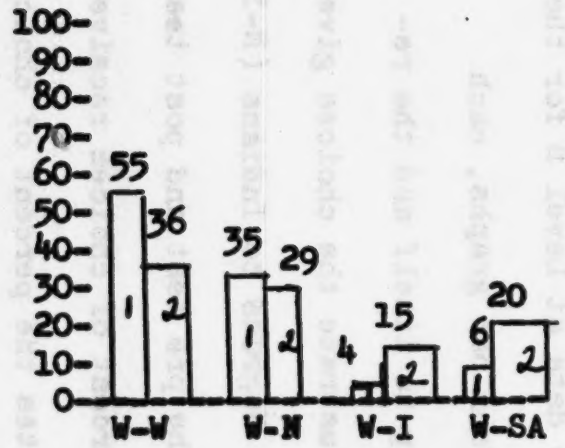
Choice Distribution

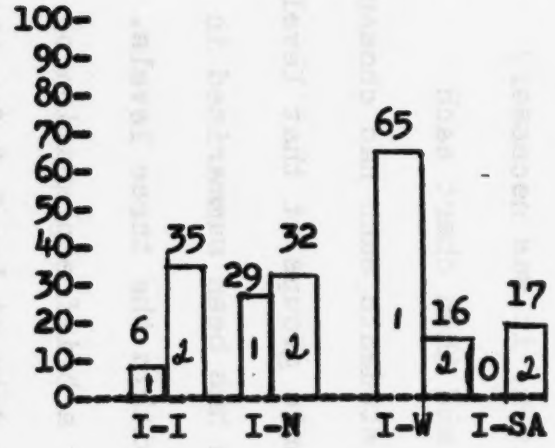
In order to analyze the data in respect to choices given, it was necessary to determine what ethnic group a student belonged to and then chart each student's choice distribution so as to discover what students each had chosen within his or her group and also within the other ethnic groups at that level. This was done for each of the two administrations and has been summarized in percentages by the same four subgroups of questions within the three levels. The following figures contain this information. Only a brief explanation of this data seems necessary. For example, consider the data at Level B for the positive social items. Within this level there are four bar graphs, each graph summarizes the choices given by one ethnic group to itself and the remaining groups. Therefore, the first graph would illustrate the choices given by Negroes to Negroes (N-N), Negroes to Whites (N-W), Negroes to Indians (N-I), and Negroes to Spanish-Americans (N-SA), as well as the pre test and post test data. The first bar in a set of two indicates the percent of choices received on the first administration and the second bar indicates the percent of choices received on the second.

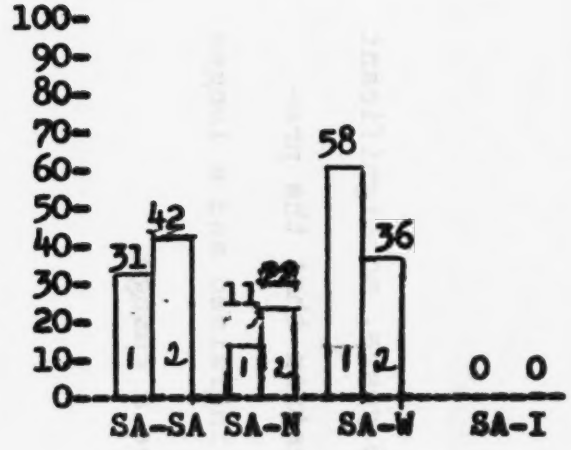
POSITIVE SOCIAL

LEVEL B

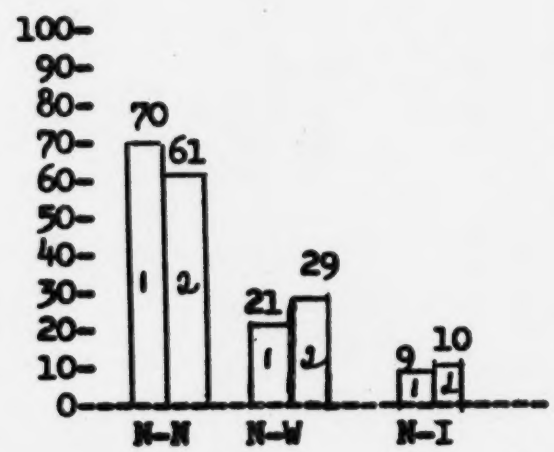


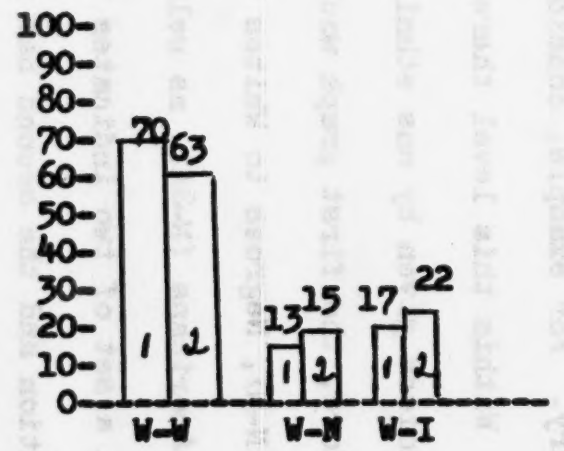


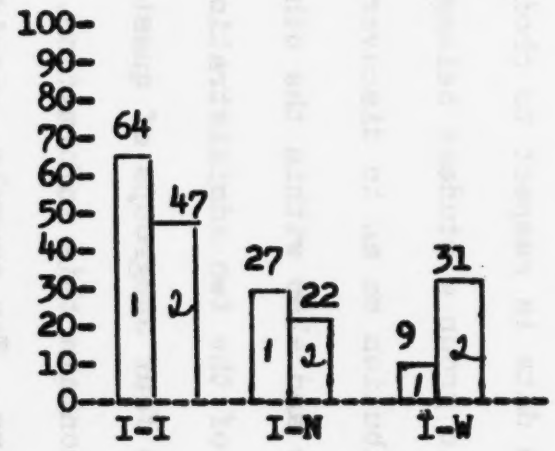




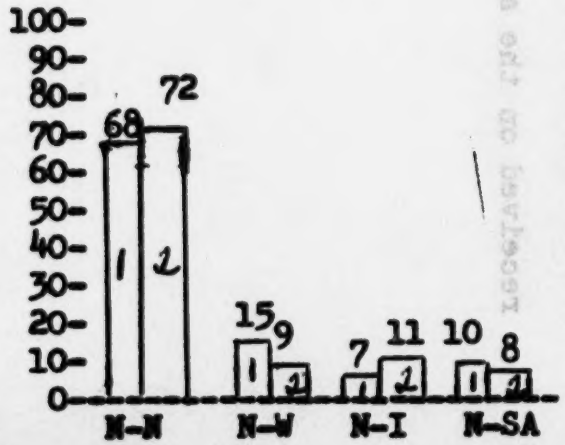
LEVEL C

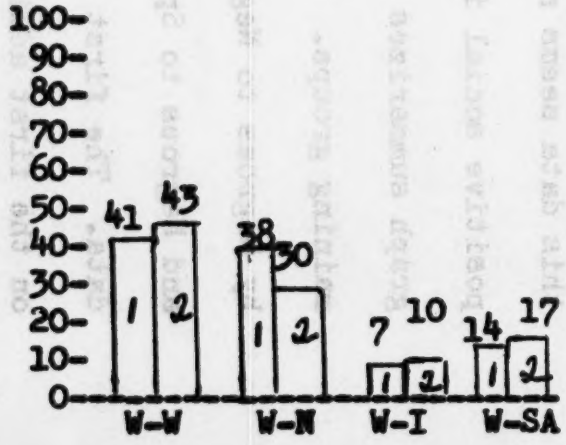


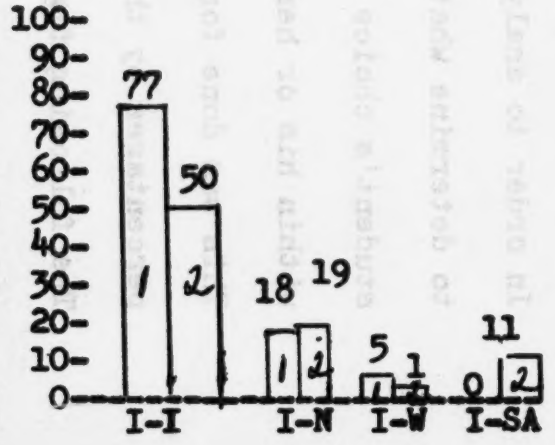


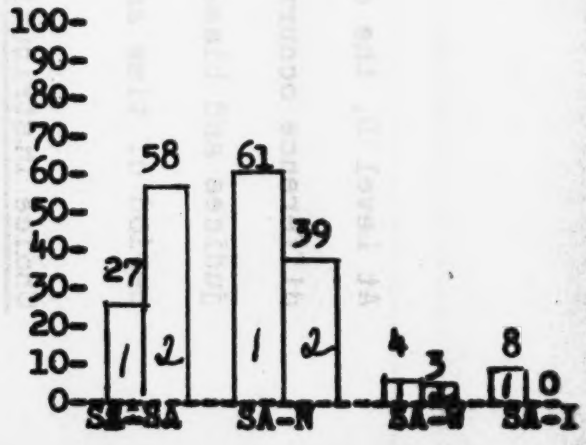


LEVEL D

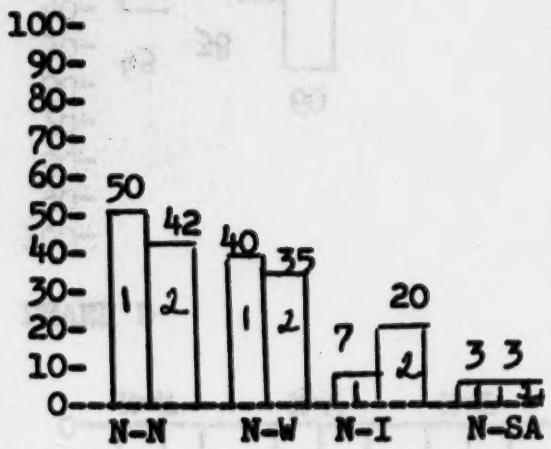


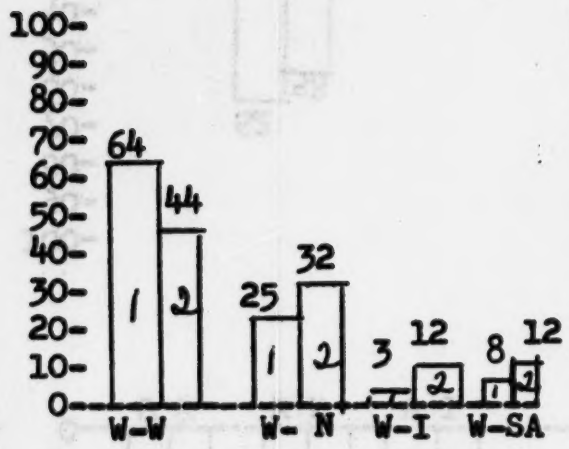


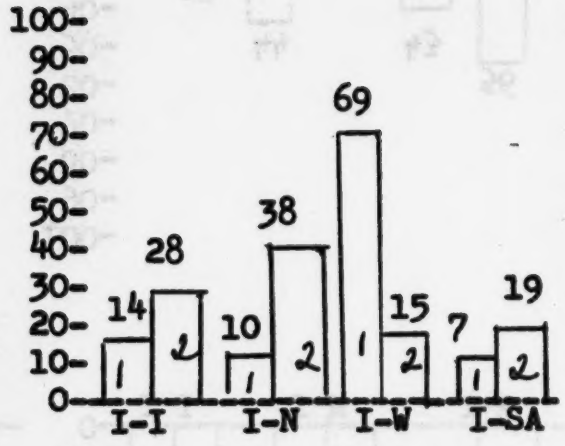


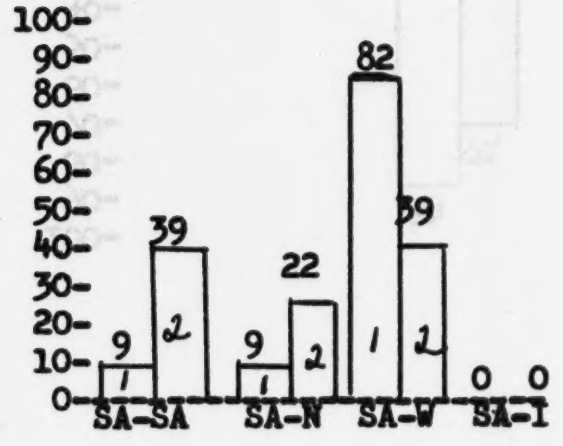


LEVEL B

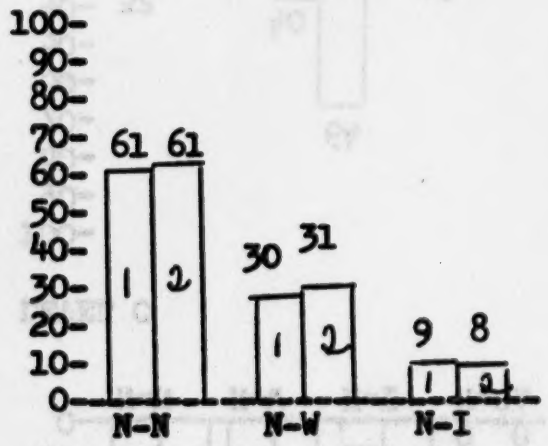


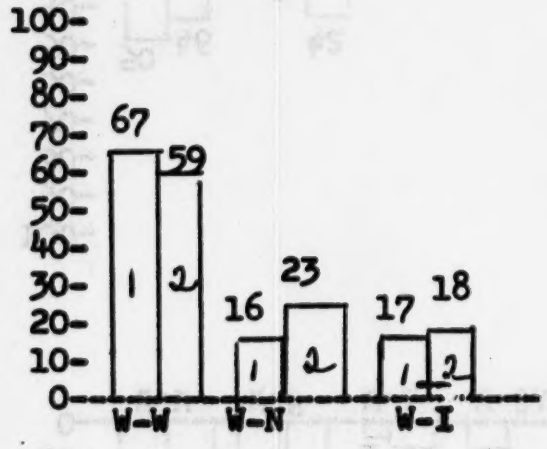


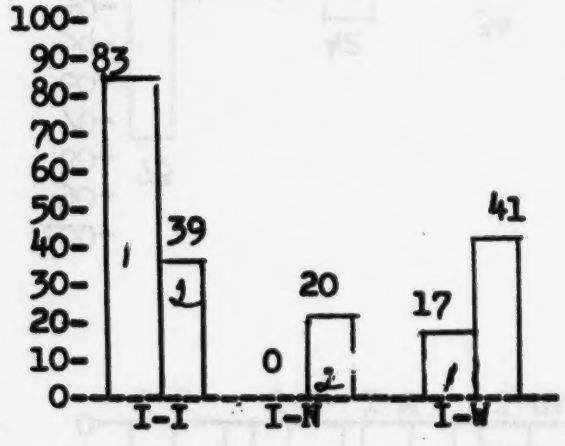




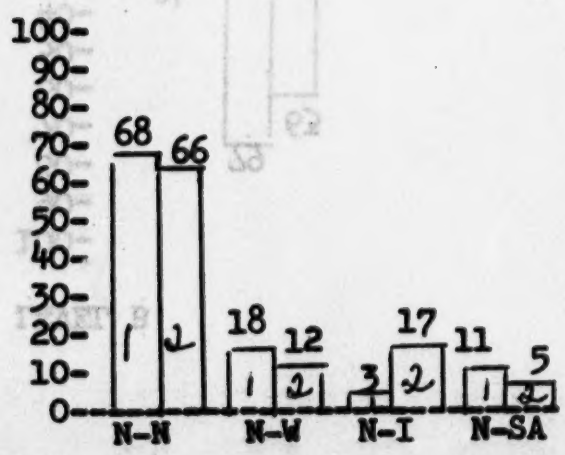
LEVEL C

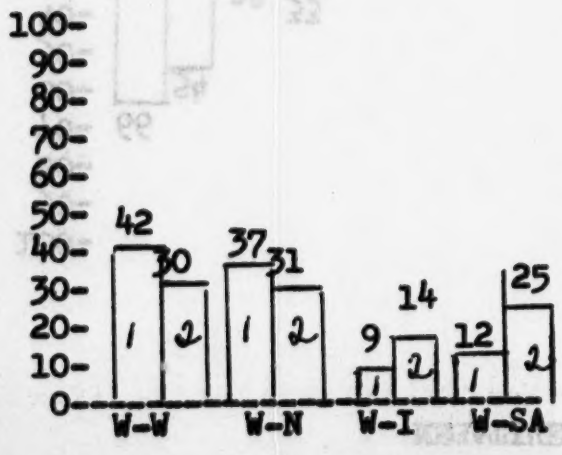


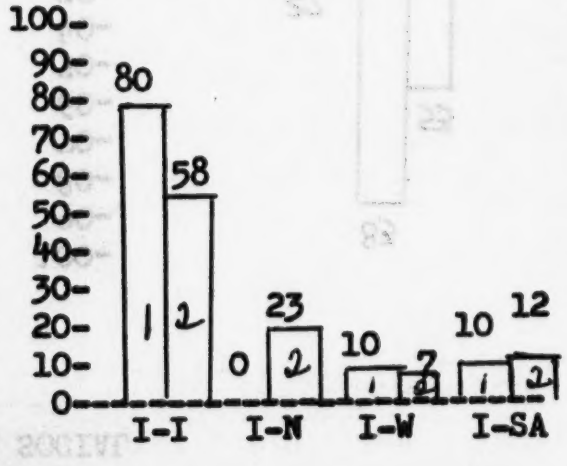


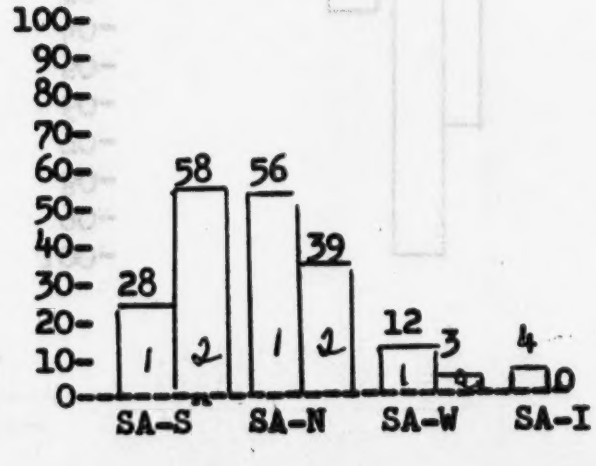


LEVEL D

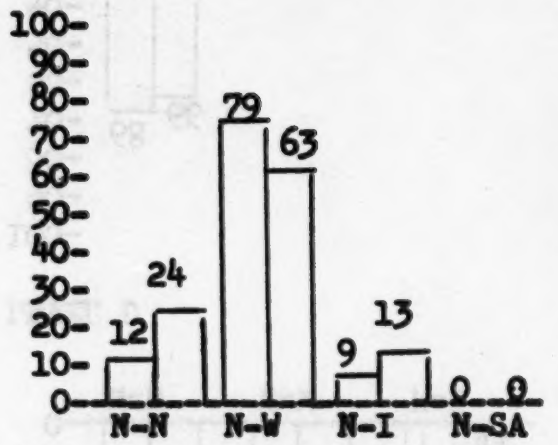


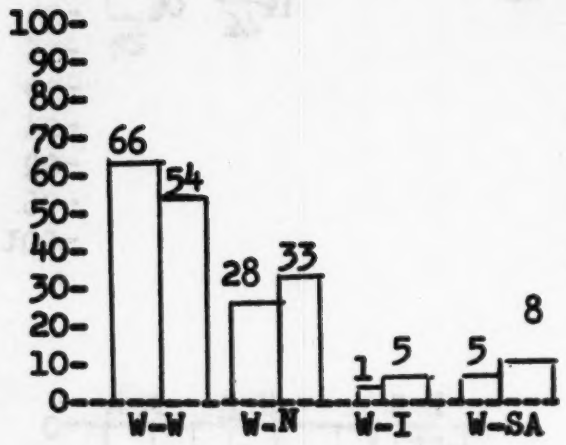


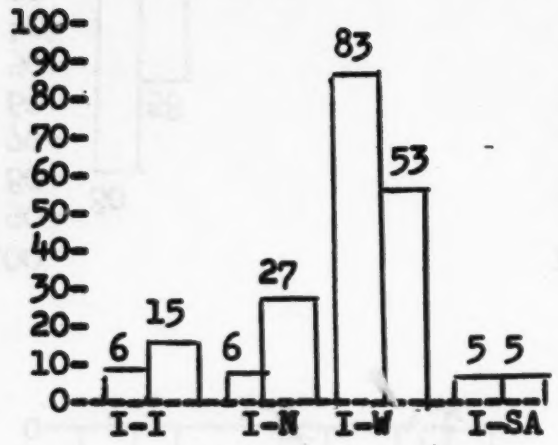


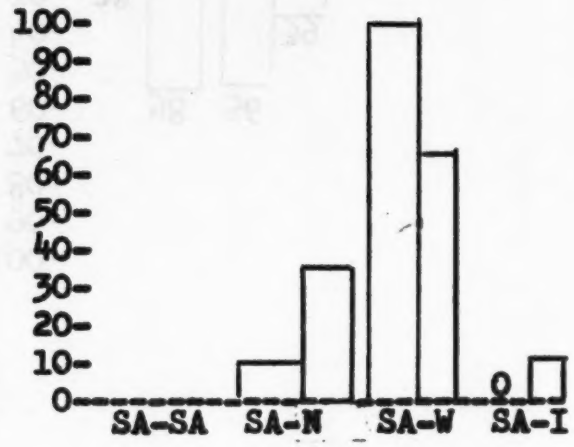


LEVEL B

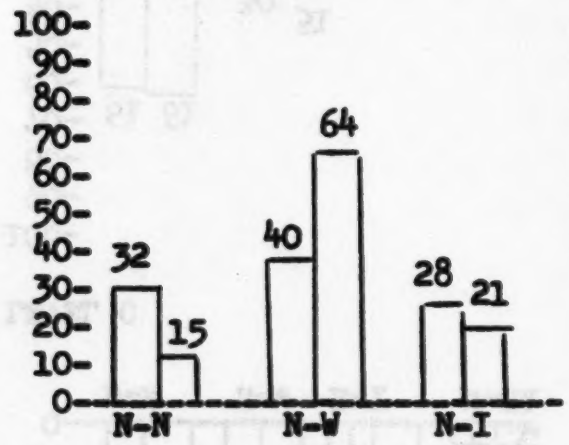


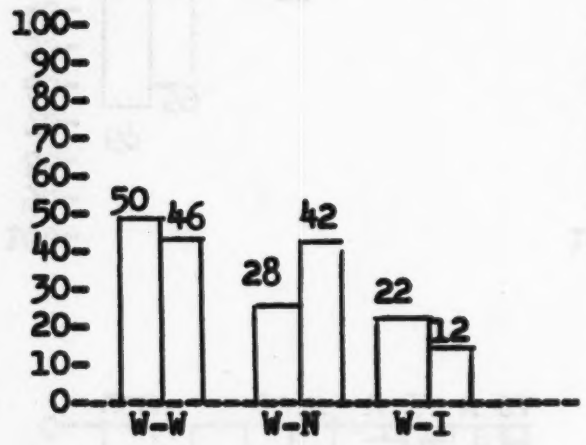


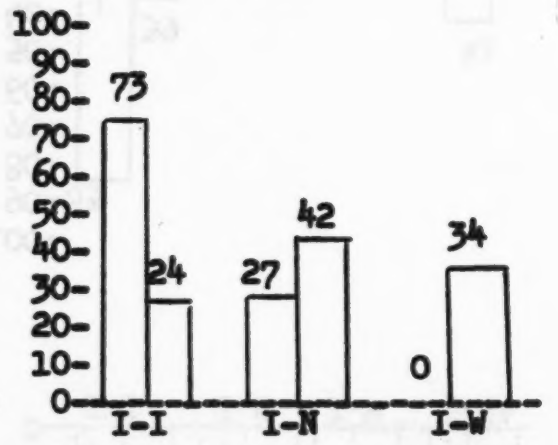




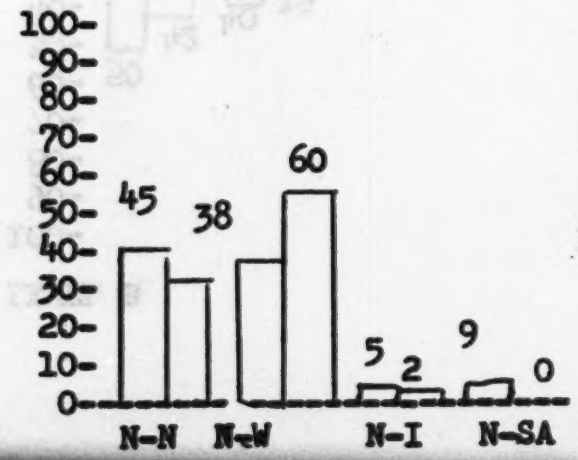
LEVEL C

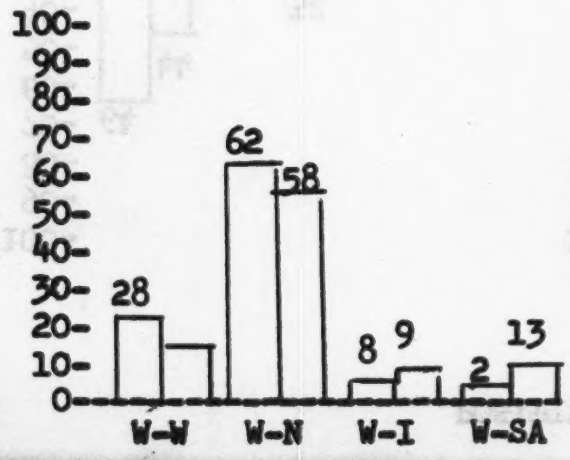


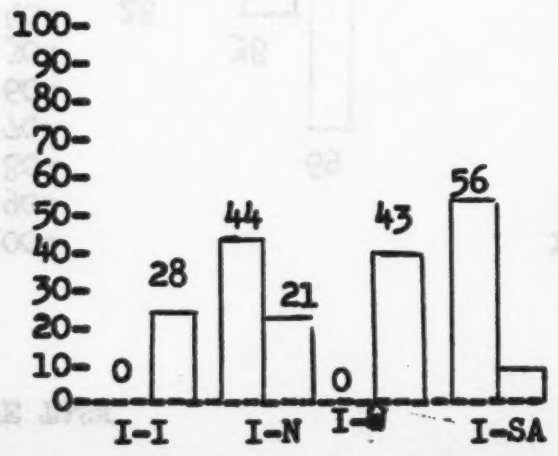


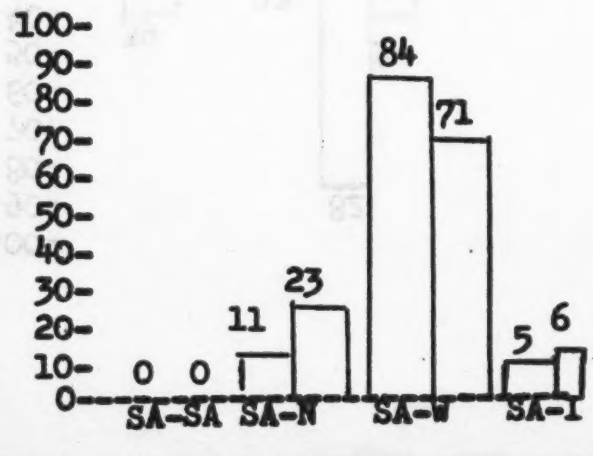


LEVEL D

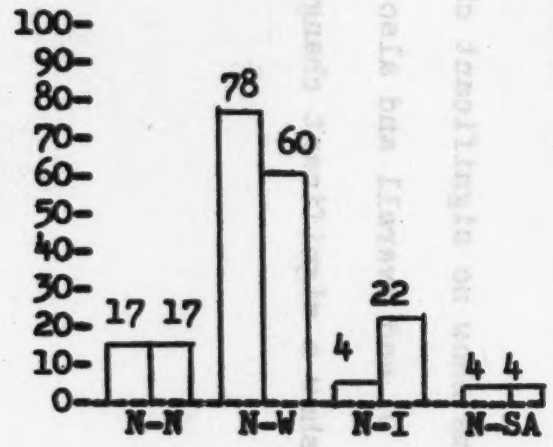


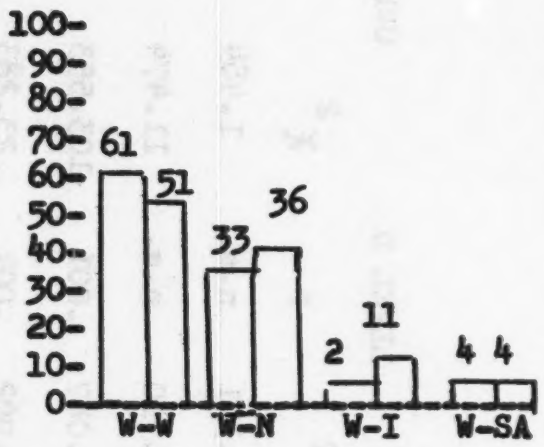


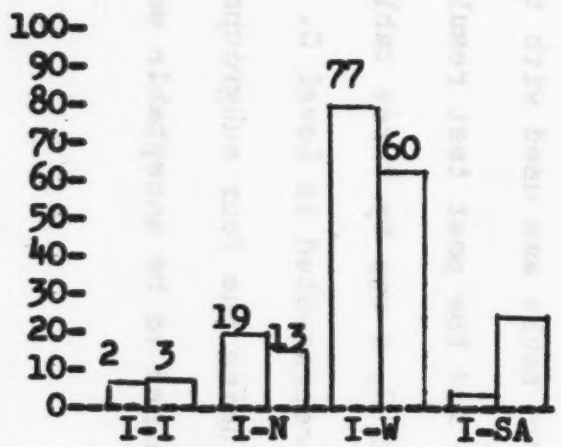


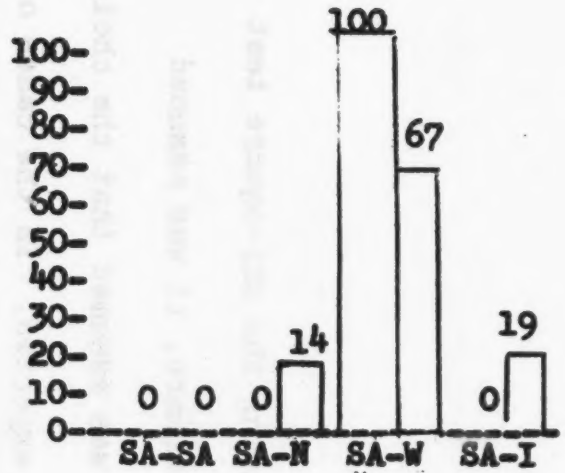


LEVEL B

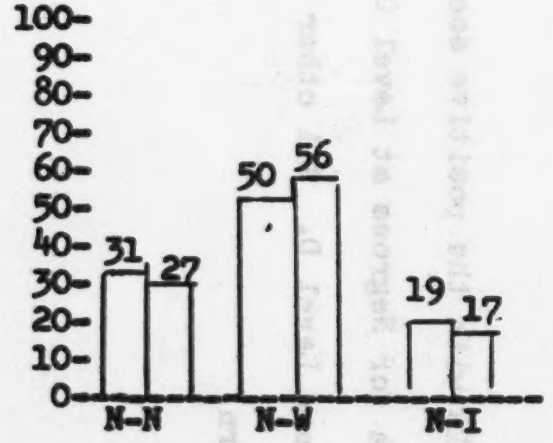


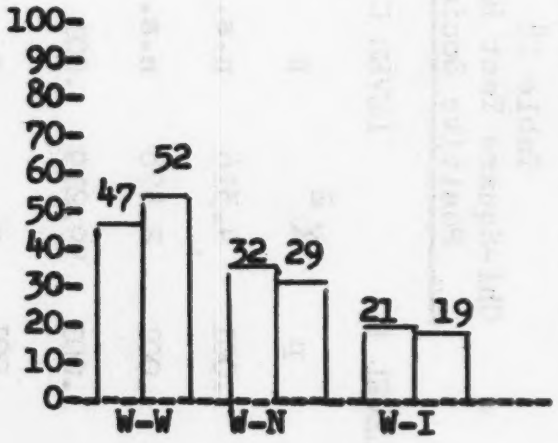


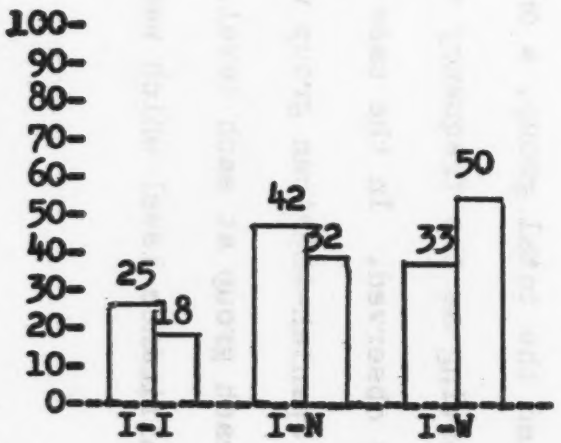




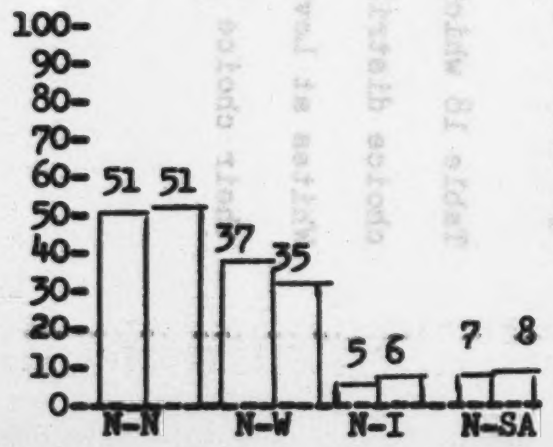
LEVEL C

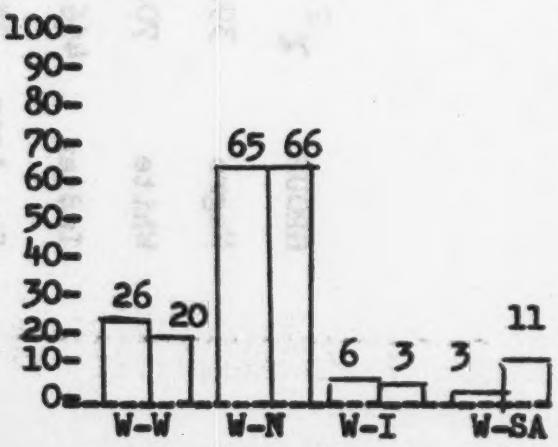


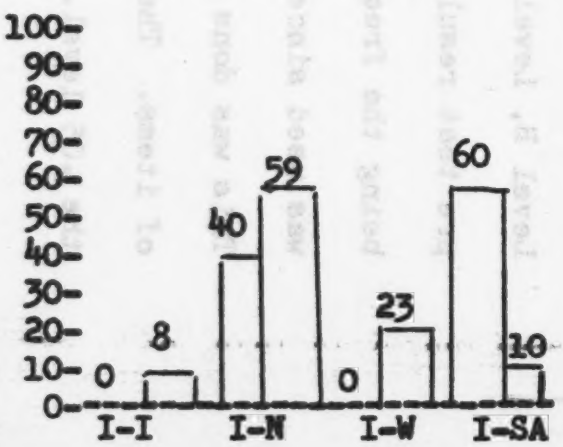


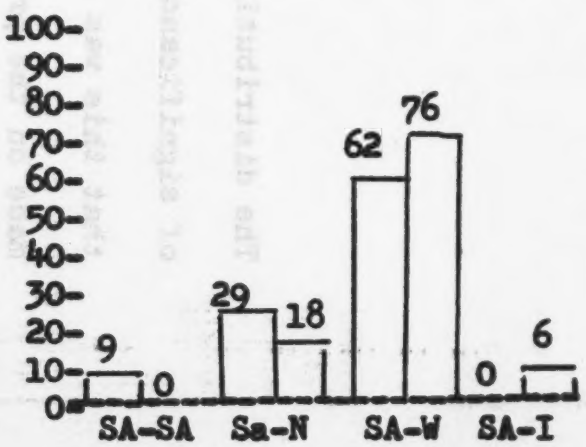


LEVEL D









The distribution of choices was further analyzed using the chi-square test of significance. In order to make use of the chi-square, it was assumed that this was a one sample case. Furthermore, it was assumed that the choices made on the pre test would serve as the frequency expected. In the cases of Level B, Level D, and the total group, a one by four table was used with the pre test results serving as the frequency expected and the post test results being the frequency observed. In the case of Level C, a one by three table was used since the Spanish-American group was not represented in Level C. This was done for each group at each level, again using the four subgroups of items. The significance level which was determined to be acceptable was the .05 level.

Table 18
Chi-Square Test Results
Positive Social

	LEVEL B		LEVEL C		LEVEL D		OVERALL	
GROUPS	χ^2	p	χ^2	p	χ^2	p	χ^2	p
Negro	39.290	.001	4.316	n.s.	5.321	n.s.	1.484	n.s.
White	70.509	.001	2.478	n.s.	3.710	n.s.	11.474	.01
Indian	466.415	.001	59.219	.001	125.087	.001	103.553	.001
Sp. Amer.	23.248	.001	-	-	49.902	.001	23.283	.001

Table 18 which deals with the positive social items show no significant change in choice distribution for Negroes at Level C, Level D, and overall and also for Whites at Level C and Level D. All other groups show a significant change in their choice pattern.

Table 19
Chi-Square Test Results
Positive Task

	Level B		Level C		Level D		Overall	
GROUPS	χ^2	p	χ^2	p	χ^2	p	χ^2	p
Negro	26.048	.001	0.144	n.s.	70.665	.001	13.518	.01
White	37.210	.001	4.076	n.s.	21.262	.001	9.137	.05
Indian	155.232	.001	457.208	.001	536.350	.001	79.067	.001
Sp. Amer.	141.326	.001	-	-	47.254	.001	54.295	.001

Table 19 shows that even more significant changes in choice patterns, with only the Negro and White groups at Level C not changing significantly.

Table 20
Chi-Square Test Results
Negative Social

	Level B		Level C		Level D		Overall	
GROUPS	χ^2	p	χ^2	p	χ^2	p	χ^2	p
Negro	17.018	.001	25.181	.001	19.794	.001	9.489	.05
White	20.875	.001	11.865	.01	63.169	.001	3.404	n.s.
Indian	97.843	.001	1197.224	.001	2686.166	.001	29.160	.001

On negative social items only one group, the total White group, showed no significant change in choice patterns.

Table 21
Chi-Square Test Results
Negative Task

	Level B		Level C		Level D		Overall	
GROUPS	χ^2	p	χ^2	p	χ^2	p	χ^2	p
Negro	85.154	.001	1.446	n.s.	0.451	n.s.	1.899	n.s.
White	42.412	.001	1.004	n.s.	24.233	.001	1.584	n.s.
Indian	248.148	.001	13.098	.01	643.692	.001	11.718	.01
Sp. Amer.	567.890	.001	-	-	51.434	.001	125.010	.001

On negative task items the Negroes at Levels C and D, the Whites at Level C and total Negro population show no significant change. These four tables would seem to indicate that Level B students were most flexible in their choices from pre to post test, Level D students were less flexible and Level C students, especially the Negro and White groups, were the least flexible.

Summary

All of this data would seem to indicate that changes in choice patterns did occur during the five week summer session. These changes occurred both within ethnic groups and across ehtnic groups. Students 6 to 8 years of age seemed to be the most ready to change while among the older students some were willing to change and others definitely were not. Considering the four subgroups of items, it would appear that the children would change much more readily on the positive social or positive or positive task items and not as readily on the negative social or negative task items. When looking at the four ethnic groups involved, Indians seemed to have gained the most from their summer experience, with changes occurring in the number of choices they received and also changes occurring in the pattern in which they chose others. Negroes seem to be the most rigid in their

choice pattern and Whites seem to vary individually. No conclusions can be reached for the Spanish-Americans because of the few numbers involved.

The combination of the choice status technique and the chi-square test leads to another conclusion, that is, more changes in choices would seem to have occurred across groups than within groups. This is evident because of the reverse directions of the t test within levels in the choice status analysis and it is supported by the large number of significant changes appearing in the chi-square test.

In general, the Intercultural Education Program seems to have had an effect on the students involved in regard to their acceptance of others of the same race and of different races. However, whether this effect remains after the completion of the program is not known, but most surely this was a beginning toward the goal of universal acceptance of all races and peoples.

APPENDIX A

Level B

Sociometric Test - Question Sheet

1. Let's pretend that the teacher tells you that you and someone else in your classroom must clean up the room after cutting and pasting.

   Who in your classroom would you choose to help you?

   Who in your classroom would you choose next to help you?

   Who in your classroom would you choose next to help you?

2. Let's pretend you're going on a field trip.

   Who in your class would you <u>not</u> want for your partner?

   Remember I want you to choose someone you <u>do not</u> want for a partner.

   Choose someone else in your class you would <u>not</u> want for a partner.

   Choose someone else in your class you would <u>not</u> want for a partner.

3. Let's pretend that the teacher tells you to build a grocery store with blocks.

   Who in your class would you choose to help you?

   Who in your class would you choose next to help you?

   Who in your class would you choose next to help you?

4. Let's pretend your mother says you can have a party.

   Choose someone in your class you would <u>not</u> want to come to your party.

   Remember I want you to choose someone you <u>do not</u> want to come to your party.

   Choose the next person in your class you would <u>not</u> want to come to your party.

   Choose the next person in your class you would <u>not</u> want to come to your party.

5. Let's pretend that the teacher tells you to build a grocery store with blocks.

   Choose someone in your class you would <u>not</u> want to help you.

   Remember I want you to choose someone you <u>do not</u> want to help you.

   Choose someone else in your class you would <u>not</u> want to help you.

   Choose someone else in your class you would <u>not</u> want to help you.

6. Let's pretend your mother says you can have a party.

Who in your class would be the first person you'd ask to your party?

Who in your class would you choose next?

Who in your class would you choose next?

7. Let's pretend that the teacher tells you that you and someone are to clean up after cutting and pasting.

Choose someone in your class whom you would <u>not</u> want to work with.

Remember I want you to choose someone whom you <u>do not</u> want to work with.

Choose someone else in your class you <u>do not</u> want to work with.

Choose someone else in your class you <u>do not</u> want to work with.

8. Let's pretend you're going on a field trip.

Who in your class would you choose for your partner?

Who in your class would you choose next?

Who in your class would you choose next?

Levels C and D

Sociometric Test - Question Sheet

1. Let's pretend that the teacher tells you that you and someone else in your classroom are to clean up the room after a period of art work.

   Who in your class would you choose to help you?

   Who in your class would you choose next to help you?

   Who in your class would you choose next to help you?

2. Let's pretend you're going on a field trip.

   Who in your class would you <u>not</u> want for your partner?

   Remember I want you to choose someone you <u>do not</u> want for a partner.

   Choose someone else in your class you would <u>not</u> want for a partner.

   Choose the next person in your class you would <u>not</u> want for a partner.

3. Let's pretend the teacher tells you to plan and prepare a bulletin board display for the classroom.

   Who in your class would you choose to help you?

   Who in your class would you choose next to help you?

   Who in your class would you choose next to help you?

4. Let's pretend your mother says you can have a party.

   Choose someone in your class you would <u>not</u> want to come to your party.

   Remember I want you to choose someone you <u>do not</u> want to come to your party.

   Choose the next person in your class you would <u>not</u> want to come to your party.

   Choose the next person in your class you would <u>not</u> want to come to your party.

5. Let's pretend that the teacher tells you to plan and prepare a bulletin board display for the classroom.

Choose someone in your class you would <u>not</u> to help you.

Remember I want you to choose someone you <u>do not</u> want to help you.

Choose someone else in your class you would <u>not</u> want to help you.

Choose someone else in your class you would <u>not</u> want to help you.

6. Let's pretend your mother says you can have a party.

Who in your class would be the first person you'd ask to your party?

Who in your class would you choose next?

Who in your class would you choose next?

7. Let's pretend that the teacher tells you that you and someone are to clean up the room after a period of art work.

Choose someone in your class that you would <u>not</u> want to work with.

Remember I want you to choose someone whom you <u>do not</u> want to work with.

Choose someone else in your class you <u>do not</u> want to work with.

Choose someone else in your class you <u>do not</u> want to work with.

8. Let's pretend you're going on a field trip.

Who in your class would you choose for your partner?

Who in your class would you choose next?

Who in your class would you choose next?

v

Sociometric Test - Answer Sheet

Date _____ Child's Name _____

1. 1. _____
   2. _____
   3. _____
2. 1. _____
   2. _____
   3. _____
3. 1. _____
   2. _____
   3. _____
4. 1. _____
   2. _____
   3. _____

5. 1. _____
   2. _____
   3. _____
6. 1. _____
   2. _____
   3. _____
7. 1. _____
   2. _____
   3. _____
8. 1. _____
   2. _____
   3. _____